Patterns of learning strategies of Brazilian EFL learners

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ABSTRACT

EFL learners from three language institutes in Brazil answered the Strategy Inventory for Language Learning--SILL--to self-report how they go about learning English. They emerged as balanced users of various strategies with a tendency to use metacognitive and social strategies to learn the language. This tendency, further reinforced by factor analysis, may derive from the need to cope with the demands of the Brazilian foreign language environment, as well as from learning patterns determined by the base-learning culture. Realistic language practice was the factor that influenced learners' answers to the self-reported questionnaire the most. Implications that are particularly relevant to EFL contexts include training learners in those strategies they report using with low frequency to provide them with a larger repertoire of tools in learning how to learn a language.

KEYWORDS: learning strategies; EFL; metacognition; SILL

"I look for opportunities to read and speak English as much as possible."
"I try to guess the meaning of unfamiliar words."
"I watch movies in English to enhance my comprehension."

These are some of the language learning strategies students may intentionally use to enhance their performance in the target language (see Oxford, 1990). The study I describe here investigates the learning strategies of Brazilian EFL learners.

Research in ESL environments strongly suggests that students who engage in this type of activity tend to be more successful language learners (cf. Rubin, 1975; Stern, 1975; Naiman, Frohlich, Stern, and Todesco, 1978; Politzer and McGroarty, 1985). They are not only aware of their mental processes, but also in control of their learning, choosing strategies that are tailored to the task at hand and to their learning styles (Bialystok ,1981; O'Malley, Chamot, Stewner-Manzanares, Russo and Kupper, 1985; Wenden and Rubin, 1987; Abraham and Vann, 1987).

One of the factors that influences the choice of language learning strategies is culture (Oxford and Nyikos, 1989). Members of the same cultural group tend to use strategies that the native-culture learning environment typically nurtures or that arise from the educational practices and from life in society in general. Another variable that affects the choice of language learning strategies is how the base-learning culture perceives competence in a L2 (LoCastro, 1994). If the environment sees competence in a L2 as reading knowledge, that belief will reflect on language instruction and on the types of language learning strategies students choose. In addition, EFL students differ from ESL students in their choice of language learning strategies (Reid, 1987) not only because they tend to acculturate, but also because EFL contexts, as opposed to ESL contexts, severely restricts exposure to the language, and ultimately, strategy use.

Surprisingly, few studies on learning strategies in the SLA field deals with EFL contexts. Huang and Van Naerssen (1985) investigated Chinese EFL learners, revealing that these EFL learners have a preference for memorization techniques such as vocabulary lists, and other form-oriented strategies that derive from the Chinese traditional concepts of education. Sutter (in Oxford, Crookall, Lavine, Cohen, Nyikos, and Sutter, 1990) found similar results among Asian EFL learners in Denmark, and Oxford, Hollway, and Horton-Murillo's (1992) added that Latin American ESL learners have difficulties with monitoring, planning, and reviewing strategies. Other studies in EFL environments reveal that Taiwanese EFL learners prefer metacognive strategies (Yang, cited in Oxford and Burry, 1993) and that Japanese EFL learners prefer active, naturalistic language practice(Watanabe, also

cited in Oxford and Burry, 1993). Contrastively, LoCastro's (1994) Japanese EFL learners declared that they prefer memorization techniques in group interviews.

The facilitative role of learning strategies in ESL contexts, the limitations EFL contexts impose, and the influence of the learning environment on the choice of language learning strategies justify and encourage any study that might add to the existing corpus of information. It is surprising that researchers and teachers have not turned their attention to the investigation of learning strategies in FL contexts. The lack of studies in EFL contexts may have obscured information of typically common strategies across specific cultures or which strategies FL teachers must explicitly teach as a means of better equipping students with tools in learning how to learn a language.

THIS STUDY

This study investigates the patterns of learning strategies of Brazilian EFL learners. In doing so, it adds to existing research in FL contexts and allows comparisons across countries by replicating studies that have used Oxford's (1990) Strategy Inventory for Language Learning (SILL), version 7.0. It also attempts to improve English language teaching and learning in Brazil. The questions it tries to answer are the following: What kind of strategies do Brazilians report using to learn English? Are there any preferred learning strategies among Brazilian EFL learners? What factors on the SILL account for the greatest influence on the way Brazilians learn English?

Answers to these questions should be of particular interest to second and FL teachers, and to researchers interested in learning, language acquisition, and cross-cultural studies. Among other things, results reflect the strong stimuli to learn English the Brazilian environment provides.

METHOD

To describe how I investigated the language learning strategies of Brazilian EFL learners, I define the general features of the research instrument, establish the setting in which the research took place, discuss the procedures, characterize the subjects, and outline data analysis.

Instrumentation

The participants responded to a Portuguese language version of Oxford's Strategy Inventory for Language Learning, or SILL, Version 7.0 (Oxford, 1990). This self-report questionnaire consists of a fifty-item, Likert-scaled instrument (from one to five) that elicits the frequency with which the respondents use a variety of behaviors for FL learning. For example, respondents indicate if they "almost always" "usually," "sometimes" or "almost never" look for opportunities to speak English.

Furthermore, a background questionnaire (adapted from Oxford, 1990) elicited respondents' characteristics. They include age, gender, number of years of language instruction, self-appraised English proficiency, degree of importance of learning English, reason for learning English, motivation to learn English, and experience in learning other FLs.

Setting

The survey occurred at two English Language Institutes in Rio de Janeiro ("A" and "B") and one in Resende ("C"), in Southeast Brazil. English is regarded as an international language and is the official "foreign language" at national language policy level in Brazil. Besides, it is the language of commerce with major trading partners and the language Brazilians are most likely to need when entering the work force.

Procedures

First, I administered a pilot test of the Portuguese version of the SILL to fifteen Brazilians who live in Tulsa, Oklahoma to identify comprehension problems. The Portuguese version of the SILL was administered to 600 students enrolled in language institutes in Brazil. It presents no content change when compared to Oxford's (1990). Respondents received uniform instructions to fill out the SILL and the background questionnaire at their leisure. Their teachers provided assistance and a brief explanation of the research, assuring them that responses were confidential and would not affect their course grades or evaluations. Most of the students (N = 420) took the questionnaire home; others (N = 180) completed it at the institutes during their free time. Those who turned it back did so willingly; their participation in this project was totally voluntary.

Subjects

All participants were native speakers of Portuguese and were studying in Brazil under Brazilian instructors at the time they agreed to respond to the SILL. All had studied English as a FL in regular schools (English teaching is mandated from the 5th grade in Brazil).

Data Analysis

I analyzed the data by means of Microsoft's SYSTAT. First, descriptive statistics such as frequencies revealed the patterns of language learning strategies of Brazilian EFL learners and the choice of strategies within the sample. This procedure provided answers to research questions one and two. Second, factor analysis determined the underlying factors on the SILL using a four-factor Varimax rotation (eigenvalue > 1.0, loading of item ≥ .30). This step provided the answer to research question three. The research design kept ethnicity, native language, and environment (Brazil) constant (the control variables).

RESULTS

I classified the results of this study according to its methodological procedures and research questions. First, I provide general information about this administration of the questionnaire and then cover the demographics of the respondents as self-reported in the background questionnaire; third, I report the preferred language learning strategies of the Brazilians in the sample by item and by strategy category, and summarize the factors that explained the responses to the SILL.

Administration of the SILL

The return rate was high--53.8%. Of the 600 questionnaires, I got back 323 out of which I discarded eight for incompleteness regarding information in the body of the questionnaire. Therefore, this study includes 315 subjects. Some of them missed a few questions in the background questionnaire that elicited age (N = 309) and gender (N = 314). Such missing data were excluded from the calculations.

None of the participants (N=315), similar to those (N=15) who participated in the pilot test of the Portuguese version of the SILL, had any problem in completing the questionnaire (my personal communication with the teachers). Most of them did so in 30-35 minutes. Furthermore, internal reliability for this specific administration of the Portuguese version of the SILL was .89 (N = 315) on Cronbach's alpha.

Respondents' demographics

The background questionnaire (see table 1) revealed that respondents' ages ranged from 11 to 51 (M = 19; SD = 8.3). The number of years they had studied English ranged from 1 to 35 (M = 5.3; SD = 3.5). In addition, on a categorical scale corresponding to poor, fair, good, and excellent, a majority self-reported a good overall proficiency in English (N = 231), and a "fair" overall proficiency compared to native speakers (N=166). As to the importance of learning English, participants reported a high level of importance (N = 231) on a categorical scale corresponding to: not so important, important, and very important. Approximately 90.16% of the participants (N=284) reported enjoying the learning of a language as well as having already studied other languages, such as French, Hebrew, German or Spanish. In regard to gender, the sample consisted of 128 males and 186 females.

The background questionnaire also elicited information about the subjects' reasons for learning English. Table 2 shows that the 315 Brazilians in this sample are moved by instrumental motivation (career goals): 91% of the respondents (N=286) reported to be interested in using the language to advance their professional careers.

Also, these learners demonstrated a low to moderate interest in the English language (78% of the sample marked this option; N=246). Finally, a sizable number of subjects (63.5 % of the sample; N=200) indicated that their interest in or need for travel is a major reason for wanting to learn English.

Strategies reported by Brazilians EFL learners

I classified the respondents' answers to the SILL by item and by the six broad categories of Oxford's (1990) strategy classification scheme: (MEM) memory strategies; (COG) cognitive strategies; (COM) compensation strategies; (MET) metacognitive strategies; (AFF) affective strategies; (SOC) social strategies.

Results by item. Overall mean frequencies determined the strategies this group of subjects use the most and the least on a scale from one to five(see Oxford, 1990). The overall average of strategy use tells how often this group of learners use strategies when learning English. Table 3 ranks order this information.

Brazilian EFL learners uses various strategies while learning EFL

(M = 3.06). The strategy this group of learners reported using the most is "asking for repetition or for the interlocutor to slow down when there are communication breakdowns" (M = 4.4; SD = 0.92). The second most widely used strategy is "paying attention when someone is speaking English" (M = 4.4; SD = 0.92).

TABLE 1
Demographic Information

N = 315

VARIABLES	FREQUENCIES			
	POOR	FAIR	GOOD	EXCELLENT
REPORTED ENGLISH PROFICIENCY	4	38	231	38
REPORTED PROFICIENCY COMPARED TO NATIVES	47	166	91	8
	NOT SO IMPORTANT	IMPORTANT	VERY IMPORTANT	
PROFICIENCY IMPORTANCE	1	83	231	
	YES	NO		
ENJOY LANGUAGE LEARNING	284	27		
		M	SD	
AGE		19	8.3	
NUMBER OF YEARS OF ENGLISH STUDY		5.3	3.5	

NOTE: Totals may not add up to 315 due to missing data

TABLE 2

Subjects' Reasons for Learning English

RANK	GOALS	N	%
1	Need English for professional career	286	91%
2	Interested in the language	246	78%
3	Need it for travel purposes	200	64%
4	Required elective	156	50%
5	Interested in the culture	121	38%
6	Have friends who speak English	81	26%
7	Others (list)*	51	16%

* Sample items listed by the respondents: they learn English to learn about the culture, for pleasure, to be able to communicate with people from other cultures, to be able to sing American pop music, to watch movies in English without reading the captions, interest in languages in general, and English is an international language.

TABLE 3

Learning strategies the group of subjects preferred the most
N=315

STRATEGY DESCRIPTION	RANK	MEAN FREQUENCY	SD
Asking for repetition	1	4.390	0.922
Paying attention	2	4.352	0.920
Paraphrasing	3	4.292	0.943
Thinking about progress	4	4.206	1.073
Using mistakes to learn	5	3.879	1.076
Asking for correction	6	3.787	1.240
Encouraging oneself to speak	7	3.781	1.131
Relating old information to new	8	3.759	1.031
Watching TV/movies in English	9	3.724	1.268
Asking questions in English	10	3.698	1.208
Trying to be a better learner	11	3.686	1.249
Having clear goals	12	3.683	1.265
Trying to relax	13	3.644	1.328
Asking for help	14	3.606	1.235
Making mental pictures	15	3.489	1.166
Trying to use English	16	3.352	1.186
Skimming before reading	17	3.330	1.407

TABLE 3 (Continued)
Learning strategies the group of subjects preferred the most

STRATEGY DESCRIPTION	RANK	MEAN FREQUENCY	SD
Reading for pleasure	18	3.302	1.428
Reading as much as possible	18	3.248	1.270
Practicing the sounds of English	19	3.194	1.246
Avoiding translations	20	3.200	1.408
Using gestures	21	3.190	1.255
Imitating native speakers	22	3.175	1.379
Using the "loci" method	23	3.168	1.336
Using words in different ways	24	3.048	1.255
Conversing in English	25	3.038	1.281
Inserting new words in sentences	27	2.968	1.277
Reviewing lessons	26	2.943	1.317
Saying/writing words repeatedly	28	2.841	1.226
Connecting sounds to pictures	29	2.803	1.335
Learning about the target culture	30	2.803	1.383
Using the native language	31	2.787	1.399
Guessing	32	2.781	1.328
Looking for English speakers	33	2.759	1.318
Planning to study English	34	2.746	1.342
Measuring nervous tension	35	2.721	1.539
Creating new words	36	2.711	2.129
Writing in English	37	2.696	1.301
Practicing with peers	39	2.649	1.230
Avoiding to check new words	40	2.644	1.343
Dividing words in parts	41	2.559	1.330
Rewarding oneself	42	2.546	1.387
Guessing what comes next	43	2.540	1.211
Looking for patterns	44	2.522	1.202
Talking about how one feels	45	2.308	1.372
Summarizing information	46	2.152	1.146
Acting out new words	47	1.806	1.102
Using flashcards	48	1.590	0.914
Using rhymes	49	1.546	0.924
Writing feelings on a diary	50	1.419	0.925
OVERALL AVERAGE		3.061	

* Because of space constraints, the strategies on the SILL have been abbreviated.

"Paraphrasing" is the third strategy in the order of preference (M = 4.3; SD = 0.94), followed by "thinking about one's mistakes to refine the linguistic forms," and "asking for correction while speaking" (M = 3.7; SD = 1.24).

On the other hand, a look at the ranking suggests a reluctance on the part of these learners to use techniques that have been known to promote fluency such as rhymes, flashcards, body movement to memorize words, guessing to compensate lack of competency in English, looking for patterns, summarizing new information, using language learning diaries, and discussing one's feeling and anxieties about learning a language. Form-oriented learning behaviors permeate the center of the ranking: "practicing the sounds of English," "using words in different ways," "saying/writing words repeatedly," or "using the native language."

For a breakdown of the frequencies by individual learners see Appendix A. Results are similar to those of the group. More than half of the respondents (N> 157) marked strategies such as "asking for repetition, "paying attention," or "paraphrasing" as "always or usually true of them." In addition, some of the strategies learners reported using with low frequency include "writing feelings on a diary" (N = 285), "using rhymes" (N= 278), "using flashcards" (N = 267), "making summaries of information" (N=209), "guessing" (N=159), and "finding patterns" (N=155). Table A-1 (Appendix A) shows the percentages and raw number of students marking specific items as "always or usually true of me" (high frequency of

use), "sometimes true of me" (moderate frequency of use), and "never or generally not true of me" (low frequency of use).

Results by category. According to the groupings of strategies in Oxford's (1990) taxonomy, the learners in the sample reported to use metacognitive (M = 3.54; SD = 0.80) and social strategies (M = 3.49; SD = 0.72) more frequently, and memory strategies (M = 2.6; SD = 0.53) less frequently than the other types of strategies. The respondents then reported a moderate frequency of use of compensation strategies
(M = 3.0; SD = 0.04), cognitive strategies (M= 2.96; SD = 0.61); and affective

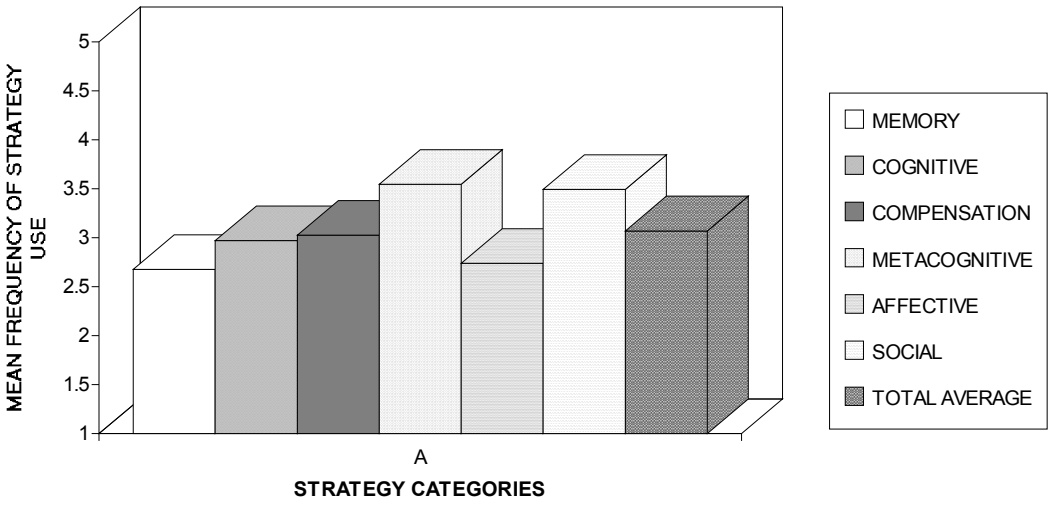

Figure 1. Subjects' preferred learning strategies by strategy category

strategies (M = 2.73; SD = 0.73). The moderate total average (M = 3.07) reveals that the group uses all six types of strategy categories systematically. Figure 1 illustrates these results.

Factors that explain the answers to the SILL

Four factors explained 32.6% of the variance in the respondents' choice of language learning strategies. Table 4 displays the four factors and the amount of variance accounted for by each one of them while table 5 displays the items that loaded on each of the four factors and their respective factor weights.

Factor one, *realistic language practice strategies,* explained 13.2% of the variance. Some of the strategies that contributed most heavily to it were "look for people to talk in English," "seek ways to use English," "start conversations in English," "encourage self to speak," "paraphrasing when stuck for words," and "practice English with other students." They are strategies that help learners to function effectively in the language.

TABLE 4

SILL underlying factors

Factor	Factor Name	% of variance
1	Realistic language practice and management strategies	13.2%
2	Self-directed strategies	7.4%
3	Control-confidence boosting strategies	7.0%
4	Compensatory strategies to overcome gaps in competence	5.0%
	Total variance explained	32.6%

Strategies in factor two, *self-directed strategies*, combine all the metacognitive strategies that self-regulate learning, contributing to learner autonomy and a reflective approach to learning. This factor explained 7.4% of the total variance, and included strategies such as "paying attention when someone speaks English," "asking other person to slow down or repeat," "noticing mistakes and trying to learn," "asking to be corrected when talking," and "thinking about progress in learning."

Factor three, *control-confidence boosting strategies*, explained 7.05% of the variance and included items such as "talk to someone about feelings when learning English," "review English lessons often," "plan schedule to have enough time to study English," "record feelings in a learning diary," and "try to find out about language learning." These strategies help learners to gain control over and confidence in their language skills as well as promote comprehension.

Factor four, *compensatory strategies to overcome gaps in competence*, explained 5 % of the variance, and comprised strategies such as "seeking L1 words similar to L2 words," "guessing meanings of unfamiliar words," "trying to guess what other person will say," and "using gestures when stuck for words." These strategies enable learners to use the language regardless of insufficient vocabulary or grammar knowledge.

SUMMARY AND DISCUSSION

Here I summarize and discuss findings of this research, presenting implications for EFL teachers as well as recommendations for future research.

Summary

This study examined the patterns of language learning strategies of Brazilian EFL learners as well as factors that influenced their self-reported answers. The sample was very heterogeneous in terms of age, gender, years of language instruction, and knowledge of other foreign languages. Because of its heterogeneity, it is very representative of the typical population enrolled in English language institutes in Brazil.

Brazilians seem to be balanced strategy users when learning English as a FL with a greater tendency to learn by using the language realistically. Respondents reported using metacognitive and social strategies (in that order) more frequently. The particular strategy the respondents reported using the most were "asking for repetition," followed by "paying attention," "using circumlocutions and synonyms," and "thinking about progress." The least used strategies were memory and affective strategies, in that order. Factor analysis determined that four underlying factors explain 32.6% of the variance on the respondents' answers to the self-reported questionnaire. Of these factors, realistic language practice explained the greatest amount of variance (13.2%).

Discussion

The findings of this research reflect the environment in which respondents live, learn, and work. As noted earlier, people who know English in Brazil, even if they are not as well educated as others, have good job opportunities and have a better chance to advance in their professional careers. The strong environmental stimuli to learn English also reflected in the respondents' answers to the background questionnaire. A majority of participants indicated professional reasons for wanting to learn English. Therefore, it makes sense to see functional practice showing as their preferred way of learning English. In Brazil, knowing how to function in English has become synonymous with success, and Brazilian learners of EFL apparently draw on various learning strategies to do so, given the restrictions of FL instruction. Only occasionally they reported drawing on strategies that manipulate the language cognitively, appearing to consider these strategies a support to communicative practice.

These findings confirm those of Willing (1988) when analyzing learning modes of five ethnic groups. Willing's mixed group of South Americans, among whom Brazilians are included, favored some of the same strategies respondents of the present study did. That is learning from mistakes and learning by engaging in social interaction.

As for the least used strategies--memory and affective strategies--the Brazilian general learning environment do not model nor nurture them. My own personal experience as a Brazilian as well as an EFL learner and teacher provides evidence for the low frequency of use of flashcards and learning diaries. There has not been much time since I first heard of flashcards and their application to the language classroom. The same holds true for learning diaries. These techniques would build upon the respondents' repertoire of learning strategies, adding to the learning tools they already bring into the language learning experience.

Furthermore, factor analysis determined that "realistic language practice" was the major influence on the answers to the SILL. Respondents in the sample seek for opportunities to practice English, asking to be corrected, and using conversational strategies to elicit input. The strategies which loaded on the other three factors ("self-directed strategies," "control-confidence boosting strategies," and "compensatory strategies to overcome gaps in competence") seem to function as guarantees to learners' communicative interests revealed by factor one.

In conclusion, as previous findings by Politzer (1983), Oxford and Nyikos (1989), and LoCastro (1994) suggest, language learning strategies reflect the learning environment. Many individuals spend their lives being taught according to educational practices that had been developed to enable learners to cope with the demands of their learning environment. These practices are internalized as learning

behaviors, naturally becoming part of learners' schemata, and transferring to new learning tasks.

Implications. Most teachers may not be aware of how the learning environment influences learners' preferred learning strategies and their beliefs about the learning process. Learning strategies assessment, training, and modeling may help teachers to build variety into the classroom. Why not draw on existing instruments to elicit learners' language learning strategies? If language teachers find out about their students' learning behaviors, they will be able to provide students with learning tools other than those typically favored by individual preferences as well as by the base-learning culture. This does not mean that every student needs to use every strategy; rather, they should be acquainted with a variety of possibilities to choose from according to their personal learning styles, the task at hand, and the learning goals. Awareness of the language learning strategies learners currently use may serve as a bridge to train them in those with which they are not acquainted. Brazilians in this sample, for instance, expressed their preference for realistic language use. There are several teaching techniques that allow for this type of exposure and that could ease learners into using strategies that they neglect; namely, simulations, games, open discussions, cooperative learning, writing to learn, and content area teaching. Previous intervention studies (Oxford et al., 1990, O'Malley et al., 1985, and Russo and Stewner-Manzanares, 1985) have proved that students are

effective in using the strategies they grow up with, leaving room for addition, but hardly for adaptations. In other words, learners are ready to add information to their existing schemata, but they resist to changing or reorganizing their learning structures.

Furthermore, FL teachers should also become more aware of how learning strategies help EFL learners to keep the skills they learned in the language classroom (Oxford and Crookall, 1988). Maintenance of acquired linguistic forms is, in my opinion, the most pervasive problem of FL teaching. There are numerous cases of FL learners who spend almost a lifetime in-and-out of language learning institutes without getting even close to what we call communicative competence. Language forms are acquired and lost with the same ease. Explicit training in language learning strategies can provide these learners with insights into how to keep their language skills autonomously and in spite of the teacher.

It follows that Brazilian EFL teachers, in particular, should expose learners to the learning behaviors that they have reported using the least--affective and memory strategies--to foster learner autonomy, and consequently, language maintenance. Given the role memory plays in language learning (Thompson, 1987), it would be advisable to include in the curriculum fully-informed training in memory strategies. Memory strategies will allow for the storage, retrieval, and use of language forms, boosting learners' self-confidence when they engage in functional

practice, their primary goal. Second, training in affective strategies may give Brazilian learners the assuredness that they need to perform well in a language that is not their first, lowering their "affective filter," and allowing more input to become intake (Krashen,1987). Finally, training in strategies such as "reviewing lessons," "guessing," "looking for patterns." and "writing in English," which learners also reported using with low frequency, would certainly increase learners' perceptions of how language's rule-governed system work.

A final note is in order. The implications that I drew aim at providing learners with an array of techniques to learn a language. Nevertheless, learners also need to evaluate and choose what specific strategy meets their personal characteristics, the requirements of the curriculum, and the task at hand. Training in evaluation and executive-control learning strategies seems, thus, fundamental (Holec, 1987). In learning how to choose among strategies, learners are likely to achieve their language learning goals, so to speak, communicative competence. Effectiveness studies by Chamot, O'Malley, Kupper, and Impink-Hernandez (1988) and by Chamot and Kupper (1989) seem to fully endorse this suggestion.

Recommendations. Though there are signs of an emergent theory of learning strategies in the field of SLA, there is still a lot to be accomplished. To begin with, research in the field will benefit if researchers replicate existing studies on learning strategies to facilitate comparisons, and the observation of commonalities and

differences among groups. Second, further investigation in EFL contexts can allow for insights into how students from different cultures go about learning a FL, clarifying about certain group tendencies that research in ESL contexts has revealed, and about the acculturation phenomenon. Finally, future studies can also add to information available on the teachability of identified strategies, their effect on learning, and which strategies are particularly tailored to specific language learning tasks by using multiple research methodologies. As Lo Castro's (1994) study shows, discrepancies between SILL results and instruments such as interviews may arise because of the complexity involved in any learning process or because learners' responses to interviews or questionnaires reflect what they think they do, not what they actually do when learning a language (see Cohen, 1994). Participant observations may then play a key role in accurately identifying the learning strategies EFL learners use.

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APPENDIX A - TABLE A-1

Respondents' language learning strategies (N = 315)

STRATEGY		FREQUENCY OF USE					
CATEGORY	DESCRIPTION	LOW		MODERATE		HIGH	
		N	%	N	%	N	%
MEM	Associate new to old information	31	10.8	88	27.9	196	62.0
MEM	Use new English words in sentences	122	39.0	82	26.0	111	35.2
MEM	Connect word sound to image	141	44.8	70	22.2	104	33.0
MEM	Connect word to mental picture	63	20.0	74	23.5	178	56.5
MEM	Use rhymes to remember new words	278	88.3	20	6.4	17	5.4
MEM	Use flashcards to remember new words	267	85.0	30	9.5	18	5.71
MEM	Physically act out new words	248	78.7	37	11.8	30	9.5
MEM	Review English lessons often	120	38.0	84	27.0	111	35.2
MEM	Connect words and location on page	106	33.7	55	17.3	154	49.0
COG	Say or write new words several times	126	40.0	99	31.4	90	28.6
COG	Try to talk like native English speakers	98	31.1	83	26.4	134	42.5
COG	Practice the sounds of English	93	29.5	92	29.2	130	41.2
COG	Use known words in different ways	110	34.9	87	27.6	118	37.5
COG	Start conversations in English	115	36.5	75	23.8	125	39.6
COG	Watch TV or movies in English	58	18.4	62	19.6	195	62.0
COG	Read for pleasure in English	107	33.9	54	17.4	154	48.9
COG	Write notes, etc. in English	153	48.6	66	21.0	96	30.5
COG	Skim, then read carefully	102	32.3	46	14.6	167	53.0
COG	Seek L1 words similar to L2 words	140	44.4	70	22.2	105	33.3
COG	Try to find patterns	155	49.2	99	31.4	60	19.0
COG	Find meanings dividing words in parts	164	52.0	64	20.3	87	27.6
COG	Try not to translate word-for-word	107	34.0	61	19.3	147	46.7
COG	Make summaries of information	209	66.3	60	19.0	46	15.0
COM	Guess meaning of unfamiliar words	138	43.8	79	25.0	98	31.1
COM	Use gestures when stuck for words	107	34.0	73	23.1	135	42.8

NOTE: Percentages may not add up to 100 because of rounding.

TABLE A-1(Continued)

Respondents' language learning strategies (N = 315)

STRATEGY		FREQUENCY OF USE					
CATEGORY	DESCRIPTION	LOW		MODERATE		HIGH	
		N	%	N	%	N	%
COM	Create new words in English	162	51.5	54	17.2	98	31.2
COM	Read without looking up all new words	153	48.5	63	20.0	99	31.4
COM	Try to guess what comes next	159	50.5	88	28.0	68	21.6
COM	Use circumlocutions or synonyms	18	5.7	35	11.1	262	83.1
MET	Seek many ways to use English	81	25.7	104	33.0	130	41.2
MET	Notice my mistakes and try to learn	35	11.1	68	21.6	212	67.3
MET	Pay attention when one speaks	14	4.4	37	11.8	264	83.0
MET	Try to find out about language learning	60	19.0	70	22.2	185	59.0
MET	Plan schedule to have enough time	146	46.3	74	23.5	95	30.1
MET	Look for people to talk to in English	148	47.0	75	23.8	92	29.2
MET	Seek opportunities to read in English	100	31.1	74	23.5	151	48.0
MET	Have clear goals for improving skills	56	17.7	77	24.4	182	58.0
MET	Think about progress in language learning	27	8.4	41	13.0	247	78.4
AFF	Try to relax to speak English	69	22.0	56	17.8	190	60.0
AFF	Encourage self to speak when afraid	43	13.6	75	23.8	197	62.5
AFF	Give self reward for doing well	168	53.3	60	19.0	87	27.6
AFF	Notice nervous tension when learning	159	50.0	45	14.3	111	35.2
AFF	Record feelings in learning diary	285	90.0	12	3.8	18	5.7
AFF	Talk to someone about feelings	197	62.5	41	13.0	77	24.4
SOC	Ask other person to slow down and repeat	18	5.7	24	7.6	273	87.0
SOC	Ask to be corrected when talking	56	17.8	54	17.1	205	65.0
SOC	Practice English with other students	149	47.3	90	28.5	76	24.1
SOC	Ask for help from English speakers	59	18.7	80	25.4	176	56.0
SOC	Ask questions in English	62	19.6	54	17.4	199	63.1
SOC	Try to develop cultural understanding	142	45.0	76	24.1	97	30.7

NOTE: Percentages may not add up to 100 because of rounding.